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Objectives

- Participants will receive information on why conducting assessment is important
- Participants will receive information on each type of assessment in a comprehensive assessment system
- Participants will receive information on the link between Pre-K and K-3 data

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QUICK FIRE ACTIVITY



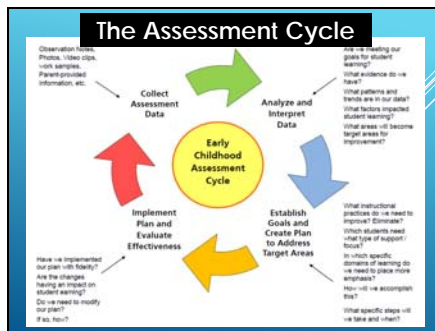
On an index card:

What assessments are you familiar with?
Include program and child assessments.

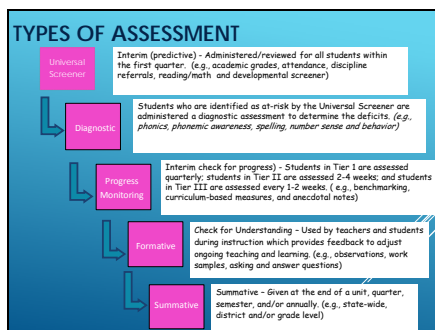
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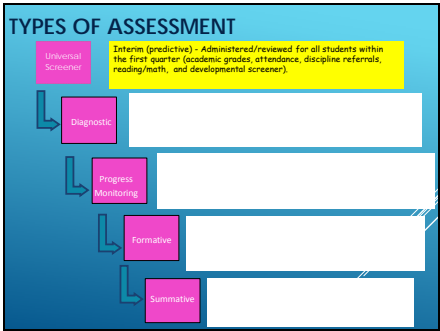
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Developmental Screenings



"Identification (screening for possible disabilities) shall be completed within 45 calendar days after:


- Entry of each preschool or kindergarten student and any student enrolling without appropriate records of screening, evaluation, and progress in school; or
- Notification to the public education agency by parents of concern regarding developmental or educational progress by their child aged three years through 21 years (AAC: R7-2-401.D.5).

List of Developmental Screening Tools:
Ages and Stages Questionnaire—3rd Edition
Ages and Stages Questionnaire—Social-Emotional
Brigance Screens
Developmental Assessment of Young Children-2nd Edition
Early Screening Profiles
FirstSTEP Screening Test for Evaluating Preschoolers
Learning Accomplishment Profile—Diagnostic Screens
Parents' Evaluation of Developmental Status
Parents' Evaluation of Developmental Status: Developmental Milestones

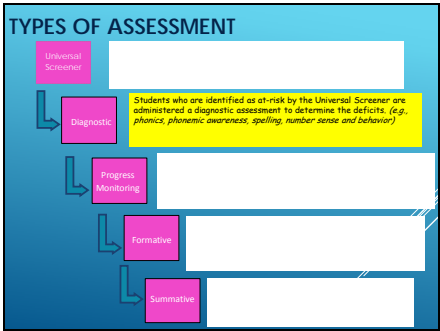
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AZEIP-WHAT IS THIS THING?



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Components of a Comprehensive Development Assessment

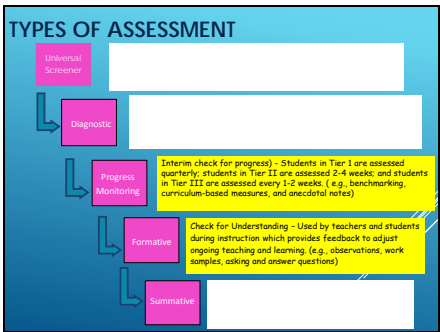
A full and individual evaluation of the child in all developmental areas: cognitive, physical, communication, social/emotional, adaptive development, and sensory (vision and hearing).

There are mandatory components:

- uses at least two measures, of which one must be a norm-referenced standardized instrument, and
- is administered by at least 2 certified professionals as part of an evaluation team, and
- includes parent input & collaboration

THE WHOLE CHILD

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Definitions

<p>Formative Assessment</p> <p>"A process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievements of intended instructional outcomes."</p> <p><i>~Formative Assessment for Students and Teachers SCASS, 2012</i></p>	<p>Ongoing Progress Monitoring</p> <p>"A scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction."</p> <p><i>~National Center on Student Progress Monitoring</i></p>
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POMS Person Contact Management System

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CHARACTERISTICS OF FORMATIVE ASSESSMENT

- ▶ Learning Progressions
- ▶ Goal setting
- ▶ Evidence of Learning
- ▶ Descriptive Feedback
- ▶ Self- and Peer- Assessment
- ▶ Collaboration
- ▶ Sharing with families

Formative Assessment is an assessment
FOR learning.....as well as an assessment
OF learning

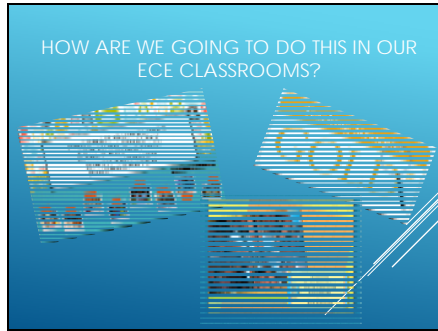
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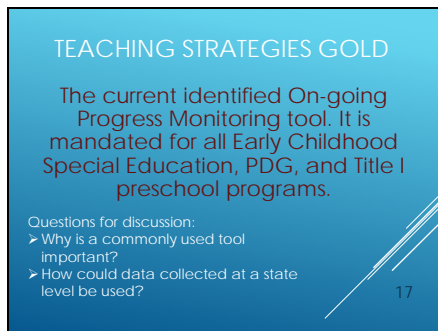


AN ONGOING PROGRESS
MONITORING ANALOGY

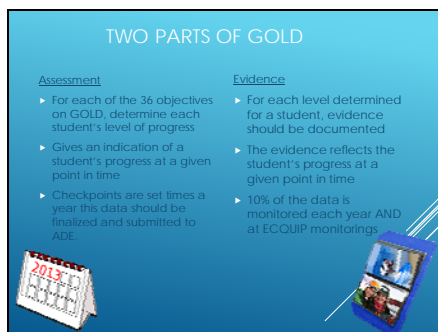
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Types of Documentation

- 
☐ Photos of children engaged in classroom experiences
- 
☐ Pictures of writing samples
- 
☐ Audio clips
- 
☐ Photos of work samples
- 
☐ Video
- 
☐ Checklists

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COLLECTING QUALITY DATA

What does *quality* mean?

- ▶ fit for intended uses in operations, decision making, and planning;
- ▶ correctly represents what the child can do;
- ▶ is objective and free from opinion, bias, feelings



Why does it matter?

- ▶ Data collected is used to make many decisions: instruction, individual PD growth, family communication, state level PD

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LET'S GIVE IT A TRY

IS THIS QUALITY DOCUMENTATION?

- ▶ Avery seemed to really enjoy playing with puzzles today.
- ▶ Gavin came in the room and hung up his backpack independently after giving mom a hug good-bye.
- ▶ Olivia was grumpy all day today, she cried, and seemed to not want to play with friends.
- ▶ Willette was smiling and jumping up and down when she saw her dad in the window.

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LET'S PRACTICE

A quality documentation activity

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TYPES OF ASSESSMENT

Universal Screener

Diagnostic

Progress Monitoring

Formative

Summative

Summative - given at the end of a unit, quarter, semester, and/or annually (e.g., state-wide, district and/or grade level)

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The Assessment Cycle

Collect Assessment Data

Analyze and Interpret Data

Establish Goals and Create Plan to Address Target Areas

Implement Plan and Evaluate Effectiveness

Early Childhood Assessment Cycle


Observation notes, Photos, Video clips, work samples, Parent-provided information, etc.

Are we meeting our goals for student learning? What evidence do we have? What patterns and trends are in our data? What factors impacted student learning? What areas will become target areas for improvement?

What instructional practices do we need to improve? Eliminate? Which students need what type of support / focus? In which specific domains of learning do we need to place more emphasis? How will we accomplish this? What specific steps will we take and when?


Have we implemented our plan with fidelity? Are the changes having an impact on student learning? Do we need to modify our plan? If so, how?

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A photograph of three children sitting in the front seats of a car. The child on the left is a girl with a headband, wearing a blue jacket over a red shirt. The child in the middle is a boy wearing a red shirt with a '63' emblem and a blue headband. The child on the right is a boy wearing a blue and white striped shirt and a blue cap. They are all smiling at the camera. The background shows the interior of the car, including the dashboard and windows.

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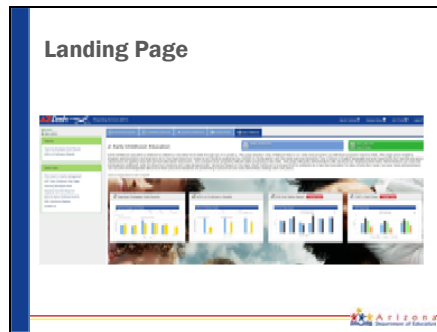
HOW ELSE WILL THIS DATA BE USED?



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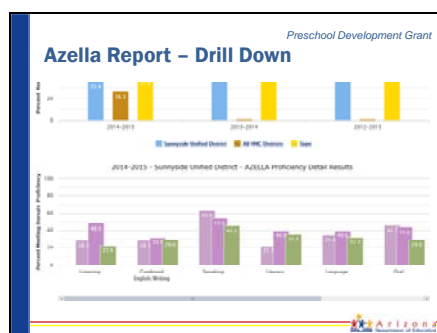
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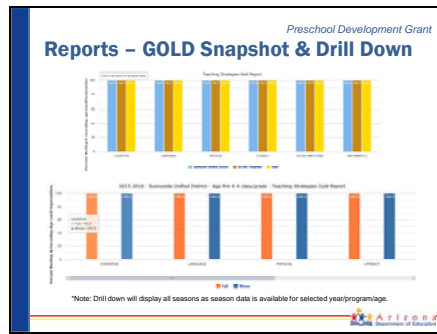
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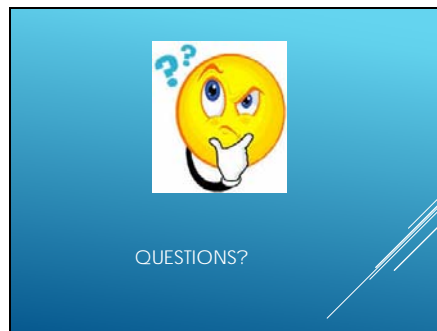
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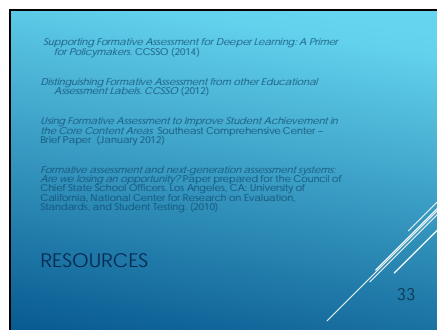
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Formative Assessment: Making it Happen in the Classroom – Margaret Heritage (2010)

Connecting Formative Assessment Research to Practice: An Introductory Guide for Educators, Learning Point Associates (2009)

Assessment-Driven Instruction: A System Approach - Linda Diamond (2005)

RESOURCES

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